

006.58 ~~Special Education—~~ Early Childhood Special Education006.58A Grade Levels: Birth through ~~Grade 3~~ Kindergarten006.58B Endorsement Type: Subject

006.58C Persons with this endorsement may teach, coordinate, or serve as a consultant to programs for ~~infants, toddlers, preprimary, and primary-aged~~ all children, ages birth through kindergarten, ~~who have a range of disabilities,~~ including those with special developmental and/or learning needs as defined in Section 79-1118.01 R.R.S., and services to support families and other personnel with responsibilities for their care and education.

006.58C1 Candidates for this endorsement must hold or have held a valid teaching certificate.

006.58D Certification Endorsement Requirements: This endorsement shall require a minimum of ~~27~~ 30 graduate semester hours ~~related to~~ including a minimum of 12 graduate semester hours in Early Childhood Education and Special Education; and a minimum of 18 graduate semester hours in Early Childhood Special Education; and 100 clock hours of related field experiences.

006.58D1 Field experiences shall consist of a minimum of 100 clock hours ~~(total) working with young children, with a range of disabilities,~~ birth through kindergarten, including those with special developmental and/or learning needs. At least 20 clock hours will be spent ~~with~~ assisting families and children with verified disabilities in each of the following ~~three~~ three age groups: ~~infants/toddlers, preprimary, and primary-preschool (ages 3-5), and kindergarten.~~

006.58E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion

of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

NOTE: New CEC Guidelines are to be available January 1, 2013.

Through the courses identified in its plan, the institution must provide Early Childhood Special Education teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on Council for Exceptional Children (CEC) Standards/Early Childhood Special Education/Early Intervention Specialist Standards (ECSE/EI, 2007), either at the initial level of certification or at the advanced level of certification. The ECSE/EI and Advanced Early Childhood (AEC) standards assume the inclusion of CEC's Common Core standards in personnel preparation for program accreditation.

(CEC Standards/Early Childhood/Early Intervention Specialist Standards for those seeking initial certification are listed first followed by the Advanced Level Standards. Beginning special educators demonstrate their mastery of standards through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate ECSE Knowledge and Skills for which the program is preparing candidates.)

The following standards apply for candidates seeking initial certification:

Initial Standard 1: Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based **principles and theories**, relevant **laws and policies**, diverse and **historical** points of view, and **human issues** that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs in both school and society. Special educators understand how these **influence professional practice**, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how **issues of human diversity** can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the **relationships of organizations of special education** to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

In addition to the CEC Common Core Knowledge and Skills, ECSE/EI indicators include, but are not limited to:

Knowledge of:

1. Historical, philosophical foundations, and legal basis of services for infants and young children both with and without exceptional needs, and
2. Trends and issues in early childhood education, early childhood special

education, and early intervention.

Skills

1. Implement family services consistent with due process safeguards.

Initial Standard 2: Development and Characteristics of Learners

Special educators know and **demonstrate respect** for their students first as unique human beings. Special educators understand the **similarities and differences in human development** and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how **exceptional conditions** can **interact** with the domains of human development and they **use this knowledge to respond to the varying abilities and behaviors of individuals** with exceptional learning needs. Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

In addition to the CEC Common Core Knowledge and Skills, ECSE/EI indicators include, but are not limited to:

Knowledge of:

1. Theories of typical and atypical early childhood development,
2. Biological and environmental factors that affect pre-, peri-, and postnatal development and learning,
3. Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life,
4. Impact of medical conditions and related care on development and learning,
5. Impact of medical conditions on family concerns, resources, and priorities,
6. Factors that affect the mental health and social-emotional development of infants and young children, and their families, and
7. Infants and young children develop and learn at varying rates.

Skills

1. Apply current research about the development in all domains to design use of teaching and learning opportunities with young children with particular regard to children's play development and temperament.
2. Target functional participatory-based behaviors/goals for young children that will advance their learning opportunities.

Initial Standard 3: Individual Learning Differences

Special educators understand the **effects that an exceptional condition** can have on **an individual's learning** in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are **active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition** to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions **provides the foundation** upon which

special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.

In addition to the CEC Common Core Knowledge and Skills, ECSE/EI indicators include, but are not limited to:

Knowledge of:

1. Impact of child's abilities, needs, and characteristics on development and learning, and
2. Impact of social and physical environments on development and learning.

Skills

1. Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families, and
2. Develop and match learning experiences and strategies to characteristics of infants and young children.

Initial Standard 4: Instructional Strategies

Special educators possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula** and to **modify learning environments** appropriately for individuals with exceptional learning needs. They enhance the **learning of critical thinking, problem-solving, and language and social skills** of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the life span.

In addition to the CEC Common Core Knowledge and Skills, ECSE/EI indicators include, but are not limited to:

Knowledge of:

1. Concept of universal design for learning in settings serving young children.

Skills

1. Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community,
2. Facilitate child-initiated development and learning,
3. Use teacher-scaffolded and initiated instruction to complement child-initiated learning,
4. Link knowledge of development, learning opportunities, and instructional strategies to promote successful transitions between providers and learning contexts,
5. Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children, and between teachers, parents, and children,
6. Use evidence-based strategies to teach social skills and conflict resolution, and advance children's social relationships, communication and language, as well as independence in daily care and access to the environment,
7. Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines, at home and at school,

8. Implement and evaluate preventative and reductive strategies to address challenging behaviors, and
9. Use coaching strategies which advance the quality and effectiveness of care provider-child interactions and child learning outcomes.

Initial Standard 5: Learning Environments and Social Interactions

Special educators actively **create learning environments** for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and **active engagement** of individuals with exceptional learning needs. In addition, special educators **foster environments in which diversity is valued** and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape **environments to encourage the independence**, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs. Special educators **help their general education colleagues integrate individuals** with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions. Special educators use **direct motivational and instructional interventions** with individuals with exceptional learning needs to teach them to respond effectively to current expectations. When necessary, special educators can safely **intervene with individuals with exceptional learning needs in crisis**. Special educators coordinate all these efforts and **provide guidance and direction to paraeducators and others**, such as classroom volunteers and tutors.

In addition to the CEC Common Core Knowledge and Skills, ECSE/EI indicators include, but are not limited to:

(No Knowledge indicators in addition to Common Core.)

Skills

1. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments,
2. Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments,
3. Embed learning opportunities in everyday routines, relationships, activities, and places,
4. Structure social environments, using peers as models and responsive adults, to promote interactions among peers, parents, and caregivers (i.e. teachers, parents),
5. Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences,
6. Implement basic health, nutrition and safety management procedures for infants and young children,
7. Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services, and
8. Analyze the strengths of children's learning environments in terms of space, interactions with adults, with peers, and with materials, and their influence on children's behaviors, engagement, and access to learning opportunities.

Initial Standard 6: Language

Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with

and use of language. Special educators use individualized strategies to **enhance language development** and **teach communication skills** to individuals with exceptional learning needs. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English**.

In addition to the CEC Common Core Knowledge and Skills, ECSE/EI indicators include, but are not limited to:

Knowledge of:

1. Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development, and
2. Impact of language delays on behavior and social relationships.

Skills

1. Support and facilitate family and child interactions as primary contexts for development and learning,
2. Provide consultation to caregivers and coach as needed to assure they respond to child's cues and preferences, establish predictable routines and turn-taking, and facilitate the child's communicative initiations,
3. Establish communication systems for young children that support access, relationships, and participation and self-advocacy,
4. Partner with cultural and linguistic interpreters to facilitate family partnerships in children's assessment and intervention plans, and
5. Provide communicatively rich environments using language and modalities appropriate to a child's needs and family/cultural preferences.

Initial Standard 7: Instructional Planning

Individualized decision making and instruction is at the center of special education practice. Special educators develop **long-range individualized educational and family service plans** anchored in family system's theory, developmental research, and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and plans**, taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Instructional plans for classroom or home-based services reflect the IEP/IFSP and emphasize **explicit modeling** and **efficient guided practice** to assure children's acquisition and fluency of new skills and behaviors through maintenance and generalization to new contexts. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional strategies. Instructional plans are **modified based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of

individualized transition plans, such as transitions from hospital to home, home-based to center-based services, preschool to kindergarten and between a variety of agencies, providers, and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

In addition to the CEC Common Core Knowledge and Skills, ECSE/EI indicators include, but are not limited to:

Knowledge of:

1. Theories and research that form the basis of developmentally appropriate curricula and instructional strategies for infants and young children,
2. Developmental and pre-academic behaviors and skills needed for socialization, communication, literacy, movement, play, and independent actions, and
3. Connection of instructional plan to assessment and progress monitoring activities.

Skills

1. Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team,
2. Plan and implement developmentally and individually appropriate curriculum,
3. Design instructional and coaching plans using strategies incorporating information from multiple disciplines,
4. Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction,
5. Maximize natural learning opportunities by imbedding instructional strategies into familiar, functional activities and interactions,
6. Align individualized goals with developmental and pre-academic needs,
7. Develop individualized plans that support development and learning as well as caregiver responsiveness, confidence, and competence,
8. Develop an individualized plan that supports the child's independent functioning in the child's natural environments,
9. Make adaptations in environments, interactions, materials, and equipment for the unique developmental and learning needs of children, including those from diverse cultural backgrounds,
10. Evaluate and modify instructional practices in response to ongoing assessment data, and
11. Collaborate with stakeholders in developing and implementing positive behavior support plans to prevent and address challenging behavior.

Initial Standard 8: Assessment

Assessment is integral to the decision making and teaching of special educators and special educators use **multiple types of assessment information** for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized educational and family service plans, as well as to adjust instruction in response to ongoing learning progress of children and care providers. Special educators understand the **legal policies and ethical principles of measurement and assessment** related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Special educators understand **measurement theory and practices** for addressing

issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate **use and limitations** of various types of assessments. Special educators collaborate with families and other colleagues to assure **nonbiased, meaningful assessments and decision making**. Special educators conduct **formal and informal assessments** of behavior, learning, achievement, and environments to identify learning experiences that support the growth and development of individuals with exceptional learning needs. Special educators use assessment information to **identify supports and adaptations** required for individuals with exceptional learning needs to access the general curriculum. Special educators **regularly monitor the progress** of individuals with exceptional learning needs in general and special curricula. Special educators **use appropriate technologies** to support their assessments.

In addition to the CEC Common Core Knowledge and Skills, ECSE/EI indicators include, but are not limited to:

Knowledge of:

1. Role of the family in any assessment process,
2. Legal requirements that distinguish among at-risk, developmental delay and disability, and
3. Alignment of assessment with curriculum, content standards, and local, state, and federal regulations.

Skills

1. Assist families in identifying their concerns, resources, and priorities,
2. Integrate family priorities and concerns in the assessment process,
3. Assess progress in the five developmental domains, play, and temperament,
4. Select and complete assessment in compliance with established criteria,
5. Use informal and formal documentation to make decisions about infants and young children's development and learning,
6. Gather information from multiple sources and environments,
7. Use a variety of materials and contexts to assess the interests, strengths and abilities of infants and young children,
8. Participate as a team member to integrate assessment results in the development and implementation of individualized plans,
9. Emphasize child's and family's strengths and needs in assessment reports,
10. Produce reports that focus on developmental and functional concerns, and
11. Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

Initial Standard 9: Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to **legal matters** along with serious professional and **ethical considerations**. Special educators engage in **professional activities** and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Special educators view themselves as **lifelong learners** and regularly reflect on and adjust their practice. Special educators are aware of how

their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are **sensitive to the many aspects of diversity** of individuals with exceptional learning needs and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them **current with evidence-based best practices**. Special educators know their own limits of practice and practice within them.

In addition to the CEC Common Core Knowledge and Skills, ECSE/EI indicators include, but are not limited to:

Knowledge of:

1. Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families, and
2. Advocacy for professional status and working conditions for those who serve infants and young children, and their families.

Skills

1. Recognize signs of emotional distress, neglect, and abuse in children, and follow established reporting procedures,
2. Integrate family systems theories and principles into professional practice,
3. Respect family choices and goals,
4. Participate as a contributing member in the team process for assessment, intervention, and evaluation activities,
5. Participate in activities of professional organizations relevant to early childhood special education and early intervention,
6. Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds, and
7. Advocate on behalf of infants and young children and their families.

Initial Standard 10: Collaboration

Special educators routinely and effectively **collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways**. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a **resource to their colleagues and families** in understanding the laws and policies relevant to individuals with exceptional learning needs. Special educators use collaboration to **facilitate the successful transitions** of individuals with exceptional learning needs across settings and services.

In addition to the CEC Common Core Knowledge and Skills, ECSE/EI indicators include, but are not limited to:

Knowledge of:

1. Structures supporting interagency collaboration, including interagency agreements, referral, and consultation.

Skills

1. Collaborate with family members and other caregivers and colleagues, to support children's development and learning,
2. Share documentation and observation information with team members to advance the competence of children and their families,
3. Support families' choices and priorities in the development of goals and intervention strategies,
4. Implement family-centered services based on the family's identified resources, priorities, and concerns, and the people they believe can influence their child's learning,
5. Provide consultation and coaching as needed to adults in settings serving infants and young children,
6. Involve families in evaluation of services in terms of outcomes and procedures used,
7. Participate as an active team member to review and enhance team roles, communication, and problem-solving,
8. Employ adult learning principles in consulting, educating, and coaching family members, care providers, and professional colleagues,
9. Engage the family in planning for anticipated transitions in services, and
10. Implement processes and strategies that support transitions across agencies, providers, and settings for infants and young children.

The following standards apply for candidates pursuing advanced degrees in special education:

Advanced Standard 1. Leadership and Policy

Special educators in advanced programs learn to use their deep understanding of the **history of special education, current legal and ethical standards, and emerging issues** to provide leadership. Special educators **promote high professional self-expectations and help others understand the needs and abilities of individuals with exceptional needs**. They **advocate for educational policy based on solid evidence-based knowledge** to support high quality education and intervention for individuals with exceptional needs. As appropriate to their role, they **advocate for appropriate resources** to ensure that all personnel involved have effective preparation. Special educators use their **knowledge of the needs of different groups in a pluralistic society** to promote evidence-based practices and challenging expectations for individuals with exceptional needs. They model **respect for all individuals and ethical practice**. They help to create **positive and productive work environments** and celebrate accomplishments with families and colleagues. They mentor others and promote high expectations for themselves, other professionals, families, and individuals with exceptional needs.

In addition to the CEC Common Core Knowledge and Skills, ECSE/EI/AEC indicators include, but are not limited to:

Knowledge of:

1. Federal and state education laws and regulations,
2. Current legal, regulatory, and ethical issues affecting education,
3. Responsibilities and functions of school committees and boards,

4. Sociocultural, historical, and political forces that influence diverse delivery systems, including mental health,
5. Policy and emerging trends that affect infants and young children, families, resources, and services, and
6. Community resources on national, state, and local levels that impact program planning and implementation, and the individualized needs of the child and family.

Skills

1. Promote a free appropriate public education in the least restrictive environment and early intervention in the natural learning environments of children,
2. Promote high expectations for self, staff, and individuals with exceptional needs,
3. Advocate for educational policy within the context of evidence-based practices,
4. Mentor teacher candidates, newly certified teachers and other colleagues,
5. Advocate on behalf of infants and young children with exceptional needs, and their families, at local, state, and national levels,
6. Provide leadership to help others understand policy and research that guide recommended practices,
7. Provide leadership in the collaborative development of community-based services and resources, and
8. Provide effective supervision and evaluation.

Advanced Standard 2: Program Development and Organization

Special educators apply their **knowledge of cognitive science, learning theory, and instructional technologies** to improve instructional programs. They **advocate for a continuum of program options and services** to ensure the appropriate instructional supports for individuals with exceptional needs. They **help design and deliver, as appropriate to their role, ongoing results-oriented professional development** designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the **effects of cultural, social, and economic diversity and variations of individual development** to inform their development of programs and services for individuals with exceptional needs. Special educators **continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning**. They use their deep understanding of how to **coordinate educational standards to the needs of individuals with exceptional needs** to help all individuals with exceptional needs to access challenging curriculum standards.

In addition to the CEC Common Core Knowledge and Skills, ECSE/EI/AEC indicators include, but are not limited to:

Knowledge of:

1. Effects of the cultural and environmental milieu of the individual and the family on behavior and learning,
2. Theories and methodologies of teaching and learning, including adaptation and modification of curriculum,
3. Continuum of program options and services available to individuals with exceptional needs,
4. Prereferral intervention rationale, processes and strategies for young children,
5. Process of developing and documenting individualized education and family plans,

6. Developmentally appropriate strategies for modifying instructional methods and the learning environment, and
7. Range of delivery systems for programs and services available for infants and young children and their families.

Skills

1. Develop programs based on assessment of children's daily routines, challenges, and strengths,
2. Reflect state early learning guidelines in specialized instructional services,
3. Integrate supports and intervention plans across agencies and professional expertise to address childrens' and families' needs in individualized education and family plans,
4. Evaluate home and community-based programs and services to advance childrens' development/learning outcomes,
5. Integrate family and social systems theories to develop, implement, and evaluate family and education plans,
6. Address medical and mental health issues and concerns when planning, implementing, and evaluating programs and services,
7. Incorporate and evaluate the use of universal design and assistive technology in home and center-based programs,
8. Use recommended practices to design, implement, and evaluate assessment, intervention, and transition programs and services,
9. Design, implement, and evaluate plans to prevent and address challenging behaviors across settings, and
10. Design, implement, and evaluate developmentally responsive learning environments, preventative strategies, program wide behavior supports, and tiered instruction.

Advanced Standard 3: Research and Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators **know models, theories, philosophies, and research methods** that form the basis for **evidence-based practices** in special education. This knowledge includes **information sources, data collection, and data analysis strategies**. Special educators evaluate the appropriateness of **research methodologies** in relation to **practices presented in the literature**. They **use educational research to improve instructional techniques, intervention strategies, and curricular materials**. They foster an **environment supportive of continuous instructional improvement**, and engage in the **design and implementation of action research**. Special educators are able to use the **literature to resolve issues of professional practice, and help others to understand various evidence-based practices**.

In addition to the CEC Common Core Knowledge and Skills, ECSE/EI/AEC indicators include, but are not limited to:

Knowledge of:

1. Evidence-based practices validated for specific characteristics of learners and settings.

Skills

1. Identify and use research literature to resolve issues of professional practice,
2. Use respected research to improve instruction, intervention strategies, and

- curricular materials,
- 3. Create and/or disseminate new advances and evidence-based practices,
- 4. Apply interdisciplinary knowledge from the social sciences and the allied health fields,
- 5. Help others understand early development and early life experiences and their impact across the life span, and
- 6. Interpret and apply research to the provision of quality services and program practices to infants and young children, and their families, in a variety of educational and community settings.

Advanced Standard 4: Individual and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of **systems and theories of educational assessment and evaluation**, along with skills in the implementation of **evidence-based practices in assessment**. Effective special educators **design and implement research activities** to evaluate the effectiveness of instructional practices and, as appropriate to their role, to **assess progress toward the organizational vision, mission, and goals** of their programs. It is critical in evaluation that **nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures** for both **programs and individuals**.

With respect to evaluation of individuals, special educators prepared at the advanced level are able to **apply their knowledge and skill to all stages and purposes of evaluation** including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

In addition to the CEC Common Core Knowledge and Skills, ECSE/EI/AEC indicators include, but are not limited to:

Knowledge of:

1. Referral, evaluation process and criteria for eligibility in Part C and Part B programs,
2. Definition of “developmental delay” and rationale for its use in categorizing eligible children,
3. Nationally targeted early childhood outcomes and state accountability systems for annual reporting,
4. Strategies for identifying young children with exceptional needs and the role of screenings, evaluation procedures, and informed clinical opinion,
5. Policy and research that promote nationally recommended practices in assessment and evaluation, and
6. Research and theories regarding child and family assessment practices.

Skills

1. Design and implement activities to examine the effectiveness of instructional practices,
2. Advocate for evidence based practices in assessment,
3. Provide leadership in the development and implementation of unbiased assessment and evaluation procedures that include family members as an integral part of the process,
4. Provide leadership in the development and implementation of unbiased assessment and evaluation procedures for childcare and early education environments and

- curricula, and
5. Provide leadership when selecting effective formal and informal assessment instruments and strategies.

Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional needs, their families, and colleagues. They **create supportive environments that safeguard the legal rights of students and their families**. They **model and promote ethical and professional practice**. Special educators plan, present, and evaluate **professional development**, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by **participating in professional development** themselves.

In addition to the CEC Common Core Knowledge and Skills, ECSE/EI/AEC indicators include, but are not limited to:

Knowledge of:

1. Legal rights and responsibilities of individuals with exceptional needs, staff, and parents/guardians,
2. Moral and ethical responsibilities of educators,
3. Human rights of individuals with exceptional learning needs and their families, and
4. Specialized knowledge in at least one developmental period or one particular area of disability or delay.

Skills

1. Model ethical behavior and promote professional standards,
2. Implement practices that promote success for individuals with exceptional needs,
3. Use ethical and legal discipline strategies,
4. Develop and implement a personalized professional development plan,
5. Engage in reflective inquiry and professional self-assessment,
6. Participate in professional mentoring and other types of reciprocal professional development activities, and
7. Participate actively in organizations that represent recommended practices of early intervention and early childhood special education on a national, state, and local level.

Advanced Standard 6: Collaboration

Special educators prepared at the advanced level have a deep understanding of the **centrality and importance of consultation and collaboration to the roles within special education** and use this deep understanding to **integrate services for individuals with exceptional needs**. They also understand the significance of the role of collaboration for both internal and external stakeholders, and **apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders** to provide services to individuals with exceptional needs and their families. They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity,

culture and religion with contextual factors and how to **use collaboration and consultation to enhance opportunities for individuals with exceptional needs.**

In addition to the CEC Common Core Knowledge and Skills, ECSE/EI/AEC indicators include, but are not limited to:

Knowledge of:

1. Methods for communicating goals and plans to stakeholders,
2. Roles of educators in integrated settings,
3. Roles and responsibilities of personnel in the development and implementation of team-based early childhood special education and early intervention services, and
4. Theories, models, and research that support collaborative relationships.

Skills

1. Apply strategies to resolve conflict and build consensus, and
2. Implement and evaluate leadership and models of collaborative relationships

AD HOC MEMBERSHIP FORM (Based on Section 17.03 of the NCTE Organizational Policies)

EARLY CHILDHOOD Friday, September 16, 2011—Center for People in Need 10 AM-4 PM

MEMBERSHIP CRITERIA	NOMINEES
17.03A Three practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area under consideration	1. Brian Carlson, Wahoo Head Start D5 bcarlso@esu2.org 2. Missy Timmerman, Beatrice D5 mtimmerman@bpsnebr.org 3. Amy LaPoint, Winnebago Head Start D3 lapointe_amy@hotmail.com
1703B At least two faculty members from a college or department of education who are teaching professional education courses at an approved professional training institution	1. Dawn Mollenkopf, UNK D6 mollenkopfdl@unk.edu 2. Susan McWilliams, UNO D8 smcwilliams@mail.unomaha.edu
1703C Two specialists in the area which might include academic college professors, learned society officers, or persons drawn from related professions	1. Susan Churchill, UN-L D1 schurchi@unlnotes.unl.edu 2. Jackie Florendo, Doane D5 jackie.florendo@doane.edu
1703D Two teachers currently employed and endorsed in approved or accredited public or private schools at the grade levels and/or subject matter under consideration	N/A
1703E Two school administrators currently employed in approved or accredited public or private schools at the grade levels under consideration. At least one of the administrators must represent District Classes 2 or 3	1. Lincoln or Omaha administrators Gladys Haynes, OPS Educare D4 ghaynes@educareomaha.org 2. Classes 2 or 3 Dr. Richard Hasty, Plattsmouth D2 rhasty@pcsd.org 3. Beth Ericson, York Public Schools, D6 Beth.ericson@yorkdukes.org
17.03F One person representing the general public, e.g. PTA member or a school board member	Josie Filipi, Crete D5 josief@creteschools.org

17.03G One member of the Undergraduate or Graduate Committee, whichever is applicable.	Donna Moss, NCTE D6 dmoss@esu9.org
17.03H One representative of NDE	Melody Hobson, NDE Early Childhood D1 melody.hobson@nebraska.gov Jan Thelen, NDE Special Education Early Childhood D1 jan.thelen@nebraska.gov
17.03I Additional representatives if it is a field endorsement containing multiple subject endorsements	Chris Marvin, UN-L D1 cmarvin1@unl.edu Kim Madsen, Chadron State D7 kmadsen@csc.edu
17.03J Additional approved or accredited public or private school practitioners or higher education faculty members to equalize the representation between these two groups	Peggy Romshek, Mitchell D7 promshek@panesu.org
17.03K The NDE designee, who will be a non-voting member and serve as a consultant for the committee	Marge Harouff, NDE Consultant Sharon Katt, NDE Pat Madsen, NDE Marlene Beiermann, NDE